

Academic Procrastination and Personality Traits in College Students

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ABSTRACT

Procrastination is an intentional delay of intended course of action, in spite of an awareness of negative consequences. Personality traits are lot but in this research it is about the big five personality inventories i.e. OCEAN openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. These personality traits will reflect a person's characteristics. The aim of my research is to study the academic procrastination and personality traits in college students. The objectives are to study the academic procrastination and personality traits in college students, to study the gender differences and grade differences in the level of academic procrastination and personality traits, to study the relationship between academic procrastination with personality traits in college students. The sample size is 100 including males and females and undergraduates and postgraduates. The tools used to analyze data are Academic procrastination scale and NEO-FFI personality inventory. The findings revealed that the hypothesis were accepted for the gender differences of the personality traits and of grade differences in one of the personality traits but hypothesis rejected for the other variable i.e. of academic procrastination. There was no significant relationship between academic procrastination and personality traits except for just one trait i.e. conscientiousness.

Keywords: *Academic Procrastination, Personality Traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism), College Students*

Students procrastinate largely academically, they are not able to concentrate on their academic work, their assignments because they think it's not necessary to do these but actually this will lead to several bad consequences this can hamper their overall functioning because once this practise is done it will promote the reoccurrence of this behaviour every time and then no one can control this procrastination practise, then they will indulge in this practise of procrastinating in every situation, even in important aspects. This can be harmful to their success academically, even if they have the calibre and potential to any task, they won't be able to do it or complete it because of their procrastinating behaviour. Various researches have been conducted in the past years on procrastination in which one of the studies has studied the effects of procrastination on the college students and their loss of ability to complete assignments on time. There are various estimates that can clearly say that how much percent of students do really procrastinate academically, around 75% of students

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have been reported that they procrastinate on a larger basis and some even reported that they even thought it as a problem because now they can't able to control it and they are helpless. Just see the amount of damage it does to people that they can't do their work sincerely and efficiently and they also have reported that they were actually started doing this when they were in college, at that time it seems fun and they won't even care about it but actually they regret of not changing it at that time only. This is the only problem with today's generation they really don't think about the consequences of their action, this might be not a major condition or any major crime but it is a serious problem which need to be taken into consideration because it can affect a person life majorly, they won't be able to progress as much as they want to do but they are not doing it or something is pulling them from them from behind. We need to understand and make everyone understand that it is a serious matter and every student need to be more serious about their work and their life in general because once you start procrastinating, there will be no turning back you will do it regularly and more prominently and after that you will regret. Parents have to make them understand and also to support them when they are not feeling good about anything and they are putting of their important work.

Procrastination

Procrastination is a common word to be used these days, every person to a little extent has experienced it at some pint of life be in school, college or work, even if you are committed, passionate about your work and tasks. The avoidance of completing a task in a certain time-line is procrastination that is intentional. It is very common as we are doing in everyday basis be it in household chores, work related matters and even in colleges and schools. Putting off any task is very easy but it comes with many negative consequences. According to Steel (2007) procrastination is the intentional delay of an intended course of action, in spite of an awareness of negative outcomes." Culture do play an important role in depicting procrastination, studies have shown that people from western culture procrastinate because of the failure of doing worse than before but in non-western culture people procrastinate because of the fear of looking inefficient or that they are unable to do the particular task. There are two correlates of procrastination i.e., academic procrastination and perfectionism but the most common is academic procrastination.

Personality Traits

Personality traits are really the talk of the town because everything now days are really connected to these traits of personality. So basically, personality traits literally reflect peoples feeling, emotions and thought patterns. Every individual is unique, everyone has a distinct personality so one persons personality traits will not be same to other person it might be related to some but not exactly because of uniqueness everyone has. No two people are same and everyone thought processes are not same, we don't think just like the other person or we don't feel the exact same emotion the other person is feeling at that time. Personality can be best explained by the big five personality traits also known as the FIVE-FACTOR (FFM) or the OCEAN MODEL which include: **O**-Openness to experience, **C**- Conscientiousness, **E**- Extraversion, **A**-Agreeableness, **N**- Neuroticism

Big Five Traits

Openness to Experience: This is the trait which includes and concern with the tendency to value new ideas and appreciate the new art thought emotions and feelings. The person knows the freshness of novel and unique ideas and stuffs, they are not afraid of any new change, they like to enjoy new experiences and they take them very calmly they have no anxieties to be open about their bad experiences and they don't stop even if their experiences.

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Conscientiousness: people who are high on this dimension are really aware of their duties and responsibilities. They always take care of their roles and duties and don't shirk their work and are very organized. They know how the society works and they really take important measures to get their work done properly and they also contribute a lot to the society. People who are high on this dimension are really focused on achieving and fulfilling their goals and their targets with full contribution and passion.

Extraversion: This is quite the most obvious, most talked about and most prominent trait of the personality. Extraversion and introversion are the most talked of the town traits and are researched and discussed by various other personality theorists and also theorists from other field of psychology. In fact, even in day-today scenario, teenagers these days are using these terms quite often and they are quite aware of these traits even if they are not into the field of psychology anyhow. So, it remains our duty to explain this dimension much better so that the people can actually gain some more knowledge about these traits.

Agreeableness: It is a personality trait in which a person can be described as or is known by its very friendly nature and being polite, and also calm with everyone in the surroundings. Generally, we can say that, people high on this trait are extremely very sincere, sweet, soft spoken are more trusting, have a great sense of being affectionate and also are more likely to agree with others. They have a very altruistic personality and also a show a great prosocial behaviour. These people are generally those who are there for everyone when in need.

Neuroticism: It's the most talked about trait and this dimension or trait of personality deals on spectrum with emotionally stable and neurotic. Or we can say that neuroticism means that people who are low on emotional stability. Neuroticism generally deals with all the negative emotions. They are not able to control it. Their emotions will be all over them or all over the place. They are not able to figure it out what to do or not. people who are high on this trait means those who are highly neurotic are more prone to disorders that are neurotic, they are highly to experience mood disorders, mood disruptions, anger issues and loneliness because they don't feel good about being in a social situation where they are embarrassed about their feelings and not able to control their emotional disturbances.

According to some researcher there are three criteria that can characterize personality:

1. **CONSISTENCY:** So basically, in this it is possible to have a personality trait but only if you are consistent in your behaviour, which implies that if you laugh quite at home and with your friends then you have to be like that always. So, if you are funny person or a happy go lucky person then you have to remain like this in mostly every situation.
2. **STABILITY:** This implies that individual will remain stable with their behaviour and their trait in every possible manner. So, when they will be old, they will remain just like that always.
3. **INDIVIDUAL DIFFERENCES:** So, there might be individual differences within the traits of every individual no two person will be same or their traits will not be same

There are various assumptions regarding the link of academic procrastination with some process such as motivation, emotional control but more prominently personality. Various studies have shown a greater link of procrastination with personality and it is best understood in accordance with personality trait

REVIEW OF LITERATURE

A.Rachmad Djati Winarno & Haryo Goeritno, (2017) conducted a research to explore the relationship between academic procrastination, academic self-efficacy and personality traits. The subjects who were selected for the study were 207. The students completed three questionnaires the academic procrastination scale (APS), Academic self-efficacy questionnaire and the Big five inventory (BFI). Results showed that some traits of personality (extraversion, conscientiousness, neuroticism) and self-efficacy as the predictors of academic procrastination.

Sowon Kim, Sébastien Fernandez and Lohyd Terrier, (2017) conducted a study where they examined about the difference in active and passive procrastination on academic performance also with this the effect of five factor personality trait with procrastination. The samples were collected. Results supported that active and passive procrastination are related to big five traits but differently also some traits of personality like extraversion and neuroticism have a positive correlation with active procrastination and lastly active procrastination is better in predicting academic performance to a greater extent than passive procrastination.

Tamanaifar Reza, (2017) aimed to investigate the correlation between management of time and five factors of personality with academic procrastination. The samples were selected and the appropriate tools were also there for the conduction of the study. The results showed that there was a positive relationship between the two variables and also academic procrastination was positively correlated with skills of time management and that of five factors of personality.

Hakki Yazici and Ramazan Bult, (2015) aimed to explore the correlation between academic procrastination of teachers of social studies and the perfectionist personality trait. The subjects were selected. The findings came out to be positive which implies that there exists a correlation between academic procrastination and perfectionist personality trait of the teacher.

A Meta analytical study was conducted by Kyung Ryung Kim and Eun Hee Seo, (2015) to find out the relationship between academic performance and procrastination. The previous researches were inconsistent. The Meta-analysis conducted with the past 33 relevant studies. Self-report tools were used that have influence the association. The findings revealed that the correlation between the two variables were negative because of the procrastination measures that were chosen, performance indicator was another cause of this failed association and also the demographic variables.

A predictive relationship was studied in a study by Sau Keng et.al, (2015) to investigate the correlation between academically self- handicapping and personality traits and also self-esteem being a mediator. The sample size was of 62 candidates and the tools were also selected according to the variables for the completion of study. The results revealed a great positive relationship between academic self- handicapping and of personality traits mostly to neutral personality and the self-esteem was proved to be the mediator of the relationship between academic self-handicapping and relational personality.

The research by Mussarat Khan, Hafsa Arif and Sidra Muneer, (2014) investigated the level of academic procrastination among females and males of students of college and university. The samples collected for the study were 200 and data were collected using the Tuckman

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Procrastination Scale. The findings revealed that variables of gender, age and education have made a difference on academic procrastination specially the gender variable.

Uzun et.al (2014) conducted a study to examine the relationship between general procrastination, internet addiction and academic procrastination. Some basic tools were used to collect the data and also adopted the model of survey. The results revealed that there is a positive correlation between the three variables but general procrastinator was more thoroughly correlated to internet addiction than academic procrastination.

A.O. Aremu, T.M. Williams and F. Adesina, (2011) conducted a study to investigate the influence of personality types and academic procrastination on achieving academically and efficacy of adolescents in schools. Tools were used for data collection based on academic procrastination, personality types and self-efficacy. The result came out to be positive and showed a correlation between the personality types and academic achievement and also these were correlated with the efficacy in adolescents.

Hatice Odaci, (2011) examined that academic procrastination and self-efficacy are the predictors of problematic use of internet. Findings revealed after using various statistical techniques that there exist a negative relationship between problematic use of internet and academic self efficacy and also the correlation between academic procrastination was not proven, but only one academic self proved to be the predictor of problematic internet use.

Erkan Faruk Sirin, (2011) investigated the predictors of academic procrastination that were academic self efficacy, general procrastination and academic motivation and also explored academic procrastination among grade, gender and department. The measures used by subjects were self efficacy scale, general and academic procrastination scale and also academic motivation scale. The findings were positive as they show a correlation among the predictors and academic procrastination and also positive regarding differences in grade level and department but not in gender.

The study by Fatemeh Jadidi et.al, (2011) aimed to examine the correlation between academic procrastination and perfectionism. The study was conducted on 200 participants and to study this they used tools that were procrastination assessment scale- students and multidimensional perfectionism scale. The results were mixed that some of the dimension of perfectionism have found to be in a relationship with academic procrastination but not with the organisation dimension and also higher perfectionism means more academic procrastination.

METHODOLOGY

Aim: To study the academic procrastination and personality traits in college students

Objectives:

1. To study the academic procrastination and personality traits in college students
2. To study the gender differences in the level of academic procrastination and personality traits in college students.
3. To study the differences in the level of academic procrastination and personality traits between undergraduates and postgraduates college students
4. To study the relationship between academic procrastination with personality traits in college students

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Hypotheses

1. There will be a significant gender difference in the academic procrastination level and personality traits of college students.
2. There will be a significant difference between undergraduates and postgraduate students in the level of academic procrastination and personality traits
3. There will be a significant relationship between academic procrastination and personality traits in college students

Sample

- Size of sample: 100
- Age: 18-25 years
- Sex: Males and Females
- Educational Qualification: Undergraduates and Postgraduates

- Variables:** -Academic Procrastination (Independent variable)
-Personality Traits (Dependent variable)

Procedure

For the present study, participants falling under the age group of 18- 25 years were contacted personally for data collection. After taking their consent, rapport was formed to make the participants comfortable. Participants were made sure that their responses were kept confidential, and there is neither right nor wrong responses. After this, questionnaires were handed over to the participants and instructions were read out from the manuals of each test. During the conduction, participant's doubts were clarified, and it was ensured that all the items in the questionnaires are answered by them. After completing the questionnaires, participants are thanked for their participation.

When the data collection was completed, scoring was done as per the instructions in the manual, and the scores of each participant was added in the excel sheet.

Expected Outcome

The study would aim towards understanding a relationship between academic procrastination and personality traits in college students. The differences between the grade level i.e. undergraduates and postgraduates students on the level of academic procrastination and also on personality traits and also a difference between males and females on the level of academic procrastination and personality traits.

Research Gap

In earlier research, there are no researches on procrastination done in Indian settings. All these researches were based on the foreign culture. There were not many data gathered on grade differences and the findings were on just male academic procrastination ratio.

RESULT ANALYSIS

TABLE 1: DESCRIPTIVE STATISTICS

Table 1.1 Depicts the overall mean and standard deviation of ACADEMIC PROCRASTINATION AND NEO- FFI PERSONALITY TRAITS

VARIABLE	N	MEAN	SD
ACADEMIC PROCRASTINATION	100	72.2	15.87
OPENNESS TO EXPERIENCE	100	25.1	4.8
CONSCIENTIOUSNESS	100	30.6	5.5
EXTRAVERSION	100	27.1	5.18
AGREEABLENESS	100	24.8	6.0
NEUROTICISM	100	25.3	7.4

Table 1.2 Depicts the MEAN AND SD OF MALES AND FEMALES OF ACADEMIC PROCRASTINATION AND NEO- FFI PERSONALITY TRAITS.

VARIABLES	MALES			FEMALES		
	N	M	SD	N	M	SD
APS	50	77.14	13.1	50	67.12	16.8
O	50	25.0	5.0	50	25.2	4.7
C	50	30.2	5.8	50	31.0	5.3
E	50	27.5	5.1	50	26.8	5.2
A	50	22.5	5.3	50	27	5.9
N	50	24.5	6.9	50	26.1	6.8

Table 1.3: Depicts the MEAN AND SD OF UNDERGRADUATES AND POST GRADUATES OF ACADEMIC PROCRASTINATION AND NEO-FFI PERSONALITY TRAITS

VARIABLES	UNDERGRADUATES			POSTGRADUATES		
	N	M	SD	N	M	SD
APS	50	74.9	18.0	50	69.3	12.7
O	50	24.4	3.9	50	25.8	5.5
C	50	29.2	5.6	50	31.8	5.2
E	50	26.0	5.2	50	28.3	4.8
A	50	23.6	5.1	50	26.0	6.7
N	50	24.5	7.9	50	24.5	9.0

TABLE 2: t TEST FOR MALES AND FEMALES AND UNDERGRADUATES AND POSTGRADUATES FOR ACADEMIC PROCRASTINATION AND NEO- FFI PERSONALITY TRAITS

Table 2.1 Depicts the DIFFERENCE BETWEEN ACADEMIC PROCRASTINATION OF MALES AND FEMALES.

	N	MEAN	SD	t VALUE	P VALUE
MALES	50	77.14	13.1	0.001	0.05
FEMALES	50	67.12	16.8		

** t value: 0.001= INSIGNIFICANT HYPOTHESIS – REJECTED*

Table 2.2 Depicts the DIFFERENCE BETWEEN ACADEMIC PROCRASTINATION OF UNDERGRADUATES AND POSTGRADUATES.

	N	MEAN	SD	t VALUE	P VALUE
UG	50	74.96	18.0	0.07	0.05
PG	50	69.3	12.79		

*t value: 0.07 = INSIGNIFICANT

HYPOTHESIS - REJECTED

Table 2.3 Depicts the DIFFERENCE BETWEEN THE NEO- FFI PERSONALITY TRAITS OF MALES AND FEMALES.

VARIABLES	MALES			FEMALES			t VALUE	P VALUE
	N	M	SD	N	M	SD		
OPENNESS TO EXPERIENCE	50	24.58	7.97	50	26.1	6.8	0.83	0.05
CONSCIENTIOUSNESS	50	30.2	5.81	50	31.0	5.3	0.46	0.05
EXTRAVERSION	50	27.5	5.13	50	26.8	5.21	0.53	0.05
AGREEABLENESS	50	22.56	5.37	50	27	5.97	0.0001	0.05
NEUROTICISM	50	24.58	7.97	50	26.1	6.8	0.29	0.05

*t values = SIGNIFICANT EXCEPT FOR AGREEABLENESS TRAIT

HYPOTHESIS -ACCEPTED

Table 2.4 Depicts the DIFFERENCE BETWEEN THE NEO-FFI PERSONALITY TRAITS OF UNDERGRADUATES AND POST GRADUATES.

VARIABLES	UNDERGRADUATES			POSTGRADUATES			t Value	P Value
	N	M	SD	N	M	SD		
OPENNESS TO EXPERIENCE	50	24.58	7.9	50	69.3	12.7	0.14	0.05
CONSCIENTIOUSNES	50	29.22	5.66	50	31.8	5.28	0.02	0.05
EXTRAVERSION	50	26.02	5.2	50	28.34	4.88	0.02	0.05
AGREEABLENESS	50	23.6	5.14	50	26.0	6.72	0.04	0.05
NEUROTICISM	50	24.58	7.9	50	24.54	9.0	0.98	0.05

*t values: INSIGNIFICANT except for the neuroticism

HYPOTHESIS – REJECTED EXCEPT FOR NEUROTICISM TRAIT

TABLE 3: CORRELATION: Depicts the CORRELATION between ACADEMIC PROCRASTINATION AND THE NEO- FFI PERSONALITY TRAITS.

VARIABLES	APS	P value
ACADEMIC PROCRASTINATION	-	
OPENESS TO EXPERIENCE (O)	-0.12	0.05
CONSCIENTIOUSNESS (C)	-0.34	0.05
EXTRAVERSION (E)	-0.14	0.05
AGREAABLESNESS (A)	-0.12	0.05
NEUROTICISM (N)	0.081	0.05

*t values = Insignificant, except for conscientiousness trait it means only one personality trait i.e., conscientiousness is negatively correlated with academic procrastination.

HYPOTHESIS – ACCEPTED FOR CONSCIENTIOUSNESS AND REJECTED FOR THE OTHER PERSONALITY TRAITS

DISCUSSION

Procrastination is so prevalent these days especially among college students. There are a lot of studies on procrastination but not on the correlates i.e., academic procrastination and perfectionism. The researches have talked a lot about academic procrastination linking this to personality trait and also to other variables. From the above researches I have gained a perspective about the predictors of academic procrastination that is self-efficacy, general procrastination and academic motivation. In one of the study differences among active and passive procrastination have been examined and their relation to five personality traits. One of the studies claimed to have a correlation between perfectionist traits of a teacher with academic procrastination that also implies that the two correlates of procrastination are correlated. Parents' education level is also a matter of concern because that can be a matter of concern if they are educated then procrastination is somewhat really low but only till the siblings don't come as that might raise the level of procrastination and also the level of grade in which the person is studying. Studies are so prevalent in depicting the relation of emotional intelligence and academic procrastination and some other variables but this can be a great predictor. There are many other evidences regarding what predicts academic procrastination one of them is the factor of hope. Some of the researchers have found out that incorporating intervention can be helpful for the college students to deal with their procrastination as academic performance can be affected with the habit of procrastinating as procrastination has some relation with performance as there is in an increase in procrastination the performance related to academic is going to fall and vice versa. My research study depicts and reveals some findings and results of what I have investigated. The aim of my study was to investigate the relationship of academic procrastination and personality traits in college students. The variables of my studies were academic procrastination and personality traits. One is the independent variable and the other is the dependent variable. The number of samples taken were 100 for each variable and were bifurcated as males and females and undergraduates and postgraduates so overall of 50 postgraduates and undergraduates and in them males were 50 overall and females were 50. So, like this my sample was taken for the research. The tools were for academic procrastination was academic procrastination scale by mcloskey and for personality traits, neo-ffi personality inventory by Costa and McRae. So, after selecting the samples of my study the participants were approached and for each sample instructions were given. The instructions were given appropriately of how to fill these forms and also to make sure that these questionnaires were filled appropriately. This all was carried after forming the rapport with the participants and also asking their consent for that and they were told that they were free to stop the test if they find it uncomfortable. So after providing them with all the necessary instructions they were seated and asked to filled the questionnaires with a calm mind and were also told that there were no right or wrong answers. They were assured before handed that their identity won't be revealed anyhow and their responses were just for the research purposes. After giving all these details and instructions questionnaires were filled by these samples and after that the results were recorded by using the statistical tools.

As seen in table 3: all the correlation values of all the variables were tabulated accordingly and these value shows that only conscientiousness trait of NEO-FFI personality traits was negatively correlated with academic procrastination of college students with a correlation value of -0.34 compared with the critical value of level 0.05 i.e. 0.195. The hypothesis was that there will be a significant relationship between academic procrastination and personality traits but only one trait of five factor personality is correlated that implies that the hypothesis is rejected because all the personality traits are not correlated with academic procrastination, just for conscientiousness it might get accepted. In TABLE 2.1 the t value of males and females on academic procrastination were tabulated and the value was 0.001 compared with

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critical value of 0.05 i.e. 0.198 which implies that there is no gender differences in the level of academic procrastination. This states that the hypothesis was rejected. There are no gender differences of academic procrastination. In TABLE 2.2 the t value of undergraduates and postgraduates' students on academic procrastination variables were tabulated and the value was 0.07 compared with the critical value of 0.05 i.e. 0.198 which implies that there is no grade differences in level of academic procrastination. This states that the hypothesis was REJECTED. In TABLE 2.3 the t values of males and females of NEO- FFI personality traits were tabulated and all the values were compared to critical value of 0.05 i.e. 0.198 which implies that there is a gender differences in personality traits. This states that the hypothesis was ACCEPTED. In the TABLE 2.4 the t values of undergraduates and postgraduates of NEO-FFI personality traits were tabulated and all the values were then compared to the critical value of 0.05 i.e. 0.198 which implies that there were grade differences for neuroticism trait only. There was no significant relationship between academic procrastination and personality traits except with one of the personality traits i.e., conscientiousness which implies that people who were high on conscientiousness personality traits will tend to be more sincere and will have lower levels of academic procrastination and the people who were low on conscientiousness tend to be not that discipline and will have high academic procrastination. Then there were gender differences of personality traits variable but not for academic procrastination. Then there were grade differences of one of the variables i.e. for personality traits not for academic procrastination. So my research study implies and sums all this and also validates what I was supposed to study with my hypothesis and results.

SUMMARY AND CONCLUSION

The AIM of my study was to study the academic procrastination and personality traits in college students. The objectives were to find the relationship between academic procrastination and personality traits, to study the gender and grade differences in academic procrastination and personality traits in college students. according to these the hypothesis were made, the hypothesis were that there will be a significant relationship between the academic procrastination and personality traits, there will be a significant gender and grade differences in academic procrastination and personality traits in college students. The data analysis was done with the help of tools followed by statistical tools which were descriptive statistics, t test and correlation. The findings were that the t test came out to be insignificant implies that there were no gender differences and grade differences in academic procrastination but significant for gender differences in personality traits and for grade differences in one of the personality traits. This implies that the hypothesis was accepted for personality traits but not for academic procrastination. In correlation it came out that only one personality trait i.e., conscientiousness was negatively correlated with academic procrastination and no other traits of personality were related with academic procrastination so the hypothesis was accepted for only one trait i.e., conscientiousness and for other trait it was rejected.

CONCLUSION

To conclude I can say that there are some evidences that academic procrastination has some connection with the personality traits but not that significantly also not much is heard regarding the grades level and gender differences. According to the result of my study it is proved that there is not very extreme relationship between academic procrastination with every trait of personality. Only conscientiousness trait had been proved to be correlated with academic procrastination. Also, it has been proved that there are no gender differences in academic procrastination and but there are gender differences in personality traits and also

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grade differences in one trait of personality i.e., neuroticism but there is no gender difference in academic procrastination.

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Conflict of Interest

The author(s) declared no conflict of interest.

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